

POWER PACKET 2

Let's get moving!

Fun learning activities for K-5th Grade!



SUMMER LEARNING VOLUME 2

Arkansas  PBS



Rise and Shine!

¡Este paquete también está disponible en español!

myarkansaspbs.org/riseandshine/es



Welcome, friends! We're glad you are joining us for our "Rise and Shine" learning adventure! We have a lot of fun learning planned and some great teachers leading us along the way. This Power Packet contains lots of different lessons and activities for you to choose from. You can also access more "Rise and Shine" fun on our website!

Visit myarkansaspbs.org/riseandshine for mini lessons with some of Arkansas's best teachers, video field trips to interesting places all around our state, cool new songs and dance videos, and more!



Power Packet Guide:

- Kids in K-2nd Grade – Start on Page 3
- Parents & Caregivers of K-2nd Grade Kids – Start on Page 7
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- Parents & Caregivers of 3rd – 5th Grade Kids – Start on Page 13
- "Helping All Learners" – Page 15 (myarpbs.org/helpinglearners)


























Math Power Page (K-2)

POWER GOAL: Use addition and subtraction to solve problems.

Learning Choices:

Your trip is underway! You are excited to begin this adventure. While traveling down the interstate, you notice different colors of cars.

- Look at the graph. Count the number of cars in each column, and write the number in the blank box at the bottom of the column. See the example in the red column.

red	white	green	black	blue	yellow
					
					
					
					
					
					
					
4					

- Use the completed graph above to find the sum (addition) or difference (subtraction) of the cars. Fill in the blanks to make number sentences with answers.

$$\begin{array}{c}
 \text{red car} \\
 \boxed{4}
 \end{array}
 +
 \begin{array}{c}
 \text{green car} \\
 \boxed{3}
 \end{array}
 =
 \boxed{7}$$

$$\begin{array}{c}
 \text{white car} \\
 \boxed{7}
 \end{array}
 -
 \begin{array}{c}
 \text{blue car} \\
 \boxed{4}
 \end{array}
 =
 \boxed{3}$$

A. $\begin{array}{c} \text{blue car} \\ \boxed{} \end{array} + \begin{array}{c} \text{yellow car} \\ \boxed{} \end{array} = \boxed{}$

B. $\begin{array}{c} \text{black car} \\ \boxed{} \end{array} - \begin{array}{c} \text{red car} \\ \boxed{} \end{array} = \boxed{}$

C. $\begin{array}{c} \text{black car} \\ \boxed{} \end{array} + \begin{array}{c} \text{white car} \\ \boxed{} \end{array} = \boxed{}$

D. $\begin{array}{c} \text{green car} \\ \boxed{} \end{array} - \begin{array}{c} \text{yellow car} \\ \boxed{} \end{array} = \boxed{}$



Answers: 1. 4 red cars; 7 white cars; 3 green cars; 5 black cars; 4 blue cars; 2 yellow cars. 2. A. $4 + 2 = 6$; B. $5 - 4 = 1$; C. $5 + 7 = 12$; D. $3 - 2 = 1$







Science Power Page (K-2)

POWER GOAL: Get information on how water exists in many locations and forms.

Learning Choices:

1. Look at the pictures below. Match the picture of each body of water by drawing a line to the correct word and definition. Then, draw a line from the picture to the appropriate activities. See the example below.

Word and Definition	Picture	Activities
ocean - the largest body of water in the world; there are only five	A. 	a. jet skiing, paddle boating, swimming, picnicking, fishing, boating
lake - An enclosed area of water with water that is mostly stationary	B. 	b. canoeing, fishing, transporting goods, whitewater rafting, tubing
pond - a small lake	C. 	c. watering livestock, pasture-land, and crops
river - a large, flowing body of water that travels over many miles of land	D. 	d. cruise, deep-sea fishing, scuba, diving, parasailing

2. Choose and circle one of the bodies of water listed in the box below. Draw or write about a change that can happen to that body of water in each season.

ocean	lake	pond	river
Winter		Summer	



lake - C - a: pond - D - c: river - B - b 2. Answers will vary but should mention that water can freeze into ice.



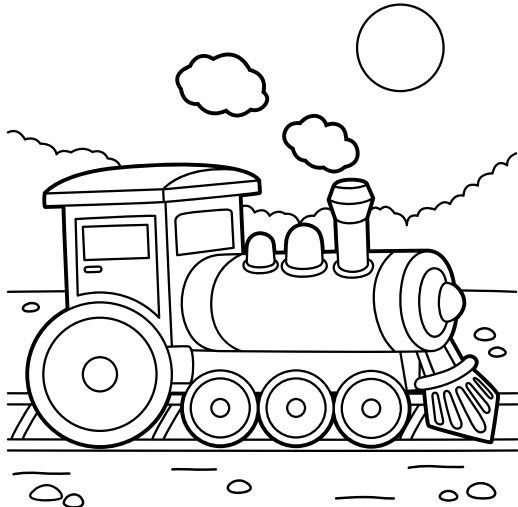
Literacy Power Page (K-2)

Power Goal: Use sounds in words, including consonant blends and consonant digraphs.

Learning Choices:

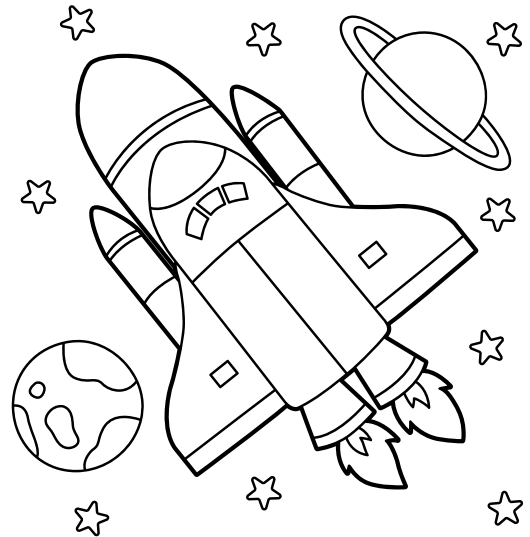
The pictures below show different ways people travel. For each picture, chose a consonant blend or digraph to complete the missing part of the word. Color the pictures as well. Consonant blend and digraph choices: **tr pl sh sp**.

A.



___ __ ain

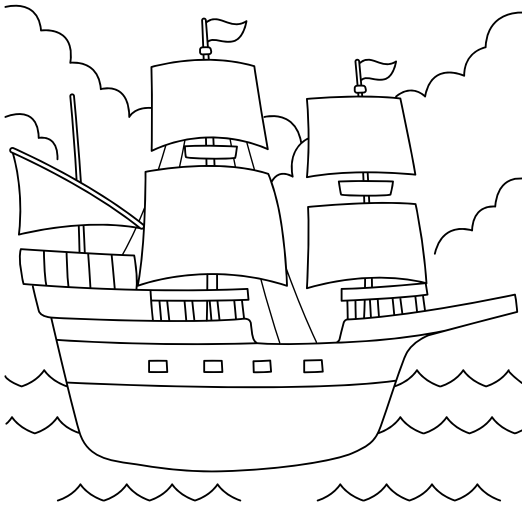
B.



___ __ ace

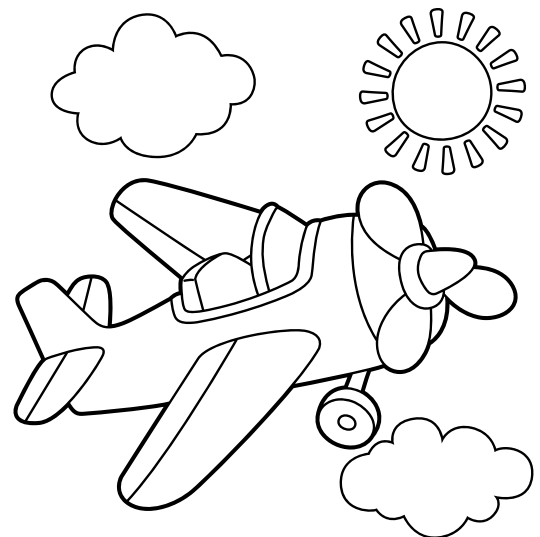
___ __ uttle

C.



___ __ ip

D.



___ __ ane



Answers: a. train b. space shuttle c. ship d. plane




Social Studies POWER Page (K-2)


POWER GOAL: Explain ways people use natural resources.

Learning Choices:


Natural resources are created by nature and used by humans. For example, water, air, plants, and animals are natural resources. There are many natural resources in Arkansas. We use them every day when we eat, drink, play, and sleep.


1. Match each natural resource to the area of Arkansas where it is found. The first one is completed for you.

 _____ Blanchard Springs Caverns

 A. Ozark National Forest

 _____ Arkansas River

 _____ Lake Catherine

 _____ Arkansas Delta

A. forest
B. river
C. caverns
D. lake
E. farmland

2. Look at the natural resources on the map. Pick one and explain how people in Arkansas use that resource. For example, people use farmland to grow food. Write or draw your explanation below.

Answers: 1. A. Ozark National Forest B. Arkansas River C. Blanchard Springs Caverns D. Lake Catherine E. Arkansas Delta. 2. Answers will vary but should include a resource with at least one correct use.



Parent/Caregiver Plan

Math (K-2)

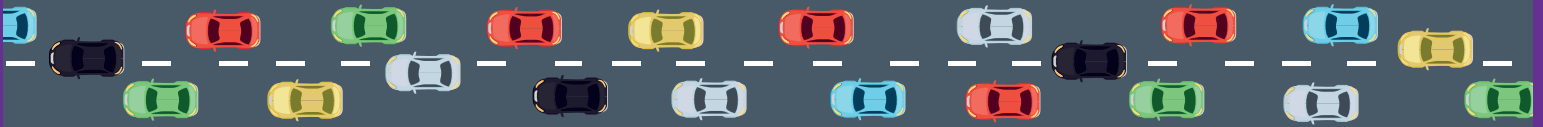
Power Goal: Use addition and subtraction to solve problems.

Shine and Share: We often group items together by color and shape. Grouping can allow for easy addition and subtraction.

Learning Choices:

1. Direct your child to each column and have them count the number of cars and write the total at the bottom. New learners may need to count the cars out loud.
2. Help your child add by touching and counting the cars on the graph. Help them subtract by crossing off cars on the graph.

Rad Review: Ask your learner, “If you added another color to the table above, what color would that be?” Also, “What shapes of vehicles are you seeing that is the greatest number?” These questions will allow your learner to begin to think about grouping, and it would be a great way to show the relationship between addition and subtraction using grouping.



Science (K-2)

Power Goal: Get information on how water exists in many locations and forms.

Shine and Share: Talk about how water exists all over the Earth as oceans, lakes, rivers, streams, ponds, and even as solid ice. Ask, “What bodies of water have you visited? How are they alike and different?” Talk about activities that happen on different bodies of water. Discuss some you have done together.

Learning Choices:

1. Discuss each picture. Ask if the water looks like it is moving water or if it is still. Is it a small or large body of water? Help your child match the picture to the word/definition and to the appropriate activities by drawing lines.
2. Help your child think of changes that occur during each season. Discuss how water can dry up when it is hot and freeze when it is cold. Help them choose one body of water and complete the chart.



Rad Review: Use a map of Arkansas to look at the different bodies of water around the state. For a virtual experience, visit [Discover Arkansas | Arkansas.com \(bit.ly/3NnOBpl\)](https://www.discoverarkansas.com) or [World's Major Water Bodies - WorldAtlas \(https://bit.ly/3QRk6v9\)](https://www.worldatlas.com).



Parent/Caregiver Plan

Literacy (K-2)

Power Goal: Use sounds in words including consonant blends and digraphs.

Shine and Share: Consonant blends have two or more consonants put together, but each sound is heard. For example, the blend **fr** is used in words such as **f**rog or **f**riend. In a digraph, two letters are combined to make a single sound. For example, **sh**. The letters “s” and “h” sound different on their own, but they make one sound when combined, like in **sh**ine or **sh**are.

Learning choices:

1. Have your child look at the pictures. As they identify each picture, tell them to think about the beginning consonant blend or digraph sound in each word. Have them choose the consonant blend or digraph that will complete the missing part of the word. Encourage them to tell you which blends are digraphs and which are consonant blends.

Rad Review: Play the activity A Minute to Win It. Choose one of the blends or digraphs - **fr ch sh**. Have your child say as many words as possible in a minute that use the blend or digraph. The blend or digraph can be in any part of the word, for example **ch**ore, **in**ch, **wa**tch**ing**. Record how many words they say. Repeat the activity with a different blend or digraph.



Social Studies (K-2)

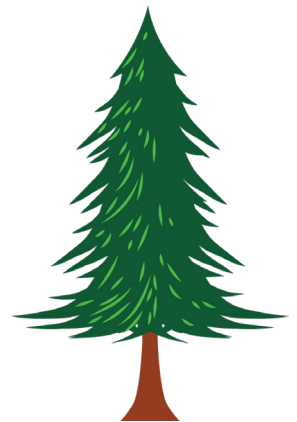
Power Goal: Explain ways people use natural resources

Shine and Share: Arkansas is full of natural resources. We are The Natural State, after all. Discuss with your child what natural resources are and how we use them. For example, in the southern part of the state, many pine trees are grown and harvested to provide lumber for our houses.

Learning choices:

1. Discuss the natural resources listed on the map. Encourage your child to name other natural resources that are not listed on the page. Ask your learner questions about the uses of those natural resources.
2. Encourage your child to find as many uses as they can for the natural resource that they choose. Ask them to include those uses in their explanation. You may have to offer suggestions to get them started.

Rad Review: Take a walk with your child around the neighborhood and take turns pointing out the natural resources available in your area. Discuss ways your family uses those resources. Ask your child to imagine other ways people may use the natural resources.

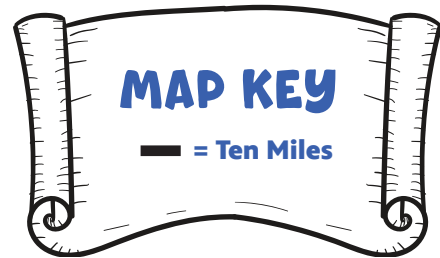
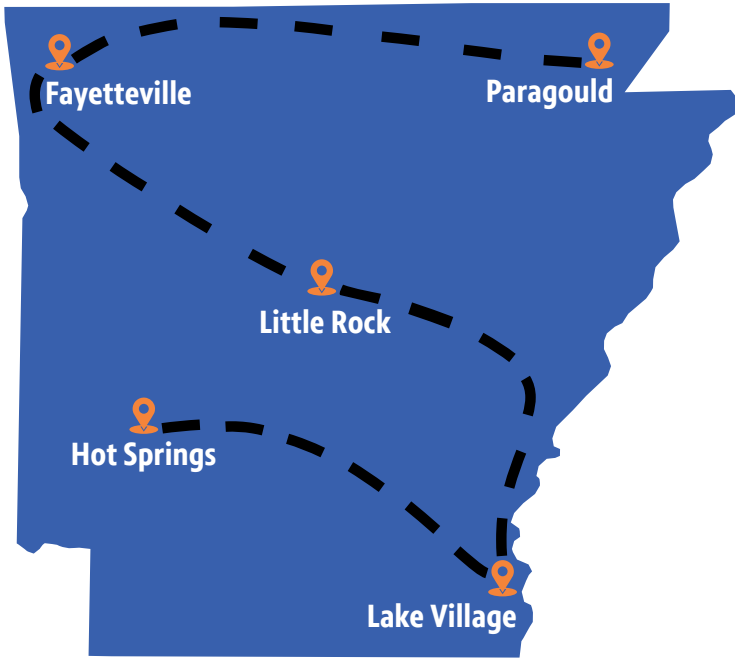


Math POWER Page (3-5)

POWER GOAL: Solve problems using addition and multiplication

Learning choices:

You are ready to GO! Use the map to guide your travel across Arkansas.



1. Answer the questions below using the map and map key. Show how you got your answer by creating a number sentence using multiplication or by using repeated addition. For example, Fayetteville to Little Rock is 5 dashes. So, you could write 6 dashes x 10 miles = 60 miles or 10 miles + 10 miles + 10 miles + 10 miles + 10 miles = 60 miles.

A. How many miles is it from Paragould to Fayetteville?

 miles

B. How many miles is it from Paragould to Lake Village?

 miles

C. How many miles is it from Lake Village to Hot Springs?

 miles.



Answers: A. $70 (7 \times 10 = 70 \text{ or } 10 + 10 + 10 + 10 + 10 + 10 + 10 = 70)$; B. $180 (18 \times 10 = 180 \text{ or } 10 + 10 = 180)$; C. $60 (6 \times 10 = 60 \text{ or } 10 + 10 + 10 + 10 + 10 + 10 = 60)$



SCIENCE POWER PAGE (3-5)

POWER GOAL: Identify renewable and non-renewable sources of energy.




Learning Choices:

1. Renewable resources can be replaced by nature with time. Non-renewable resources cannot be replaced after they are used. Label each resource as (N) non-renewable or (R) renewable.

_____ oil _____ sun _____ wind _____ trees _____ natural gas _____ water _____ air



2. Natural resources transfer energy so things can move and work. Look at the resources below and explain one way their energy is used in everyday life.

Natural Resource	Everyday Use
 <p>oil</p>	
 <p>wind</p>	
 <p>sun</p>	

3. Below are ways to conserve energy this summer. Pledge to conserve energy using one of the examples, or create your own.

Pack your lunch in reusable material. Plant a tree. **Turn off water while brushing your teeth.** Make a plan to recycle. **Reuse your water bottle.** Turn off lights when you leave the room.

"I pledge to conserve energy by _____"

Answers: 1. N - oil, R - sun, R - wind, R - trees, N - natural gas, R - water, R - air 2. Answers may vary but may include answers such as: I use the sun every day to help grow my plants. The energy from the sun is used to grow food. The energy from wind is used to make electricity. The energy from oil is used to make cars go. 3. Answers will vary depending on your child's interests.



Literacy Power Page (3-5)

POWER GOAL: Read and interpret information on charts, timelines, and other illustrations to support your written opinion.

Learning Choices:

1. On the Go! You are going on a trip to Niagara Falls. In the graphic organizer below, there are three ways you could reach your destination. Each way of travel has positive features (pros) listed at the top and negative features (cons) listed at the bottom. Read the pros and cons of each choice, and circle which method of travel you would take.

PROS

- It's the fastest way to travel.
- You can enjoy the view.
- It's convenient and exciting.

- You can visit places along the way.
- You have more privacy.
- You are always more mobile.

- It's the cheapest option.
- You can get to know people.
- You can enjoy the scenery.

plane



car



bus



- It's the most expensive option.
- You can be delayed.
- You may be afraid of heights.

- Gas prices are high.
- You can get stuck in traffic.
- You may have car problems.

- It's the slowest way of travel.
- It can be uncomfortable.
- You have limited privacy.

CONS

2. Now that you've made your choice, write about your travel decision. There are no right or wrong answers, but make sure you explain with reasons and information from the graphic organizer. You can also use other pros and cons that are not listed.

Answers: An example might be, "I would choose to fly to Niagara Falls because even though it cost a lot of money, the views and the experience are worth it. I can always drive a car or ride a bus. Also, airports are neat to see and taking off in a plane is like a roller coaster ride. Finally, I would also have more time to see Niagara Falls instead of spending a lot of time on the road."





Social Studies Power Page (3-5)

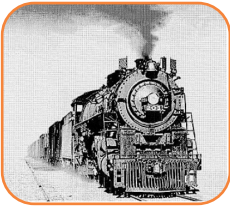
Power Goal: Analyze the influence of natural resources on where people settled in Arkansas.


Learning Choices:


1. How Natural Resources Determined Where People Settled in Arkansas: Since humans first came to North America, they have used various natural resources for transportation. The use of those natural resources has influenced where people decided to settle and build homes as well. Read the explanation of ways natural resources influenced how people traveled and where they settled in Arkansas. Write the correct date under the matching picture that shows that type of travel.

1. 

2. 

3. 

4. 

5. 

In **1854**, construction began on the Memphis and Little Rock Railroad, fueled by coal, to speed up travel over the rough terrain of Eastern Arkansas.

On **September 18, 1858**, the Butterfield Overland Mail Company began stagecoach service in Arkansas to help people travel the rugged Ozark Mountains.

The Comet was the first steamboat fueled by wood to go up the Arkansas River, arriving at the Arkansas Post on **March 31, 1820**.

In **1541**, Spanish explorer Hernando de Soto and his men marched on foot through Arkansas looking for food such as wild game and edible vegetation.

Pre-1541, Native Americans used canoes to travel the lakes, rivers and streams of Arkansas including the Buffalo River.

2. How did travelers' use of natural resources change over time? How do we still use some of the same natural resources to travel today?

Answers: 1. September 18, 1858; 2. Pre-1541; 3. 1854; 4. 1541; 5. March 31, 1820; 2. Answers will vary but may include things like "They began to use more natural resources to create fuel like coal and wood. We still hunt and fish today."



Parent/Caregiver Plan

Math (3-5)

Power Goal: Solve problems using addition and multiplication.

Shine and Share: Learning how to calculate distance on a map is a valuable skill for young learners because it allows for further practice with addition and multiplication strategies. Talk with your child about the last time you used a map and how you calculated the distance to your destination.

Learning choices:

1. Have your child study the map. To isolate the areas to count, it may be necessary to cover the other locations as your child counts the number of dashes. Remind them that each dash is equal to 10 miles. Your child may have many solutions to the problems. Encourage them to try more than one way. If your child needs extra help, it may be helpful to have them count by 10s as they move between destinations. For example, there are 6 dashes from Fayetteville to Little Rock, so it may help your child to say “10, 20, 30, 40, 50, 60 out loud” as they count the dashes.

Rad Review: Find a map to calculate the distance between two major cities. For more information on calculating distance, check out these online resources: [US Map Wallpapers - Wallpaper Cave \(https://bit.ly/3NBMzSV\)](https://bit.ly/3NBMzSV) or [Measuring Distances on a Map | National Geographic Society \(https://bit.ly/3QPv447\)](https://bit.ly/3QPv447).

Science (3-5)

Power Goal: Identify renewable and non-renewable sources of energy.

Shine and Share: Help your child brainstorm some sources of energy in their setting. Ask them to think about which of those sources could run out. How would you get more? Can you get more of everything forever?

Learning choices:

1. Remind your child that water supplies are restored whenever it rains, so water is renewable. Natural gas only comes from certain areas beneath the Earth’s surface, so it is non-renewable. Ask your child to think about where they can find the resources.
2. Help your child by focusing on how the natural resources above are used for energy. You may need to give them examples, such as wind can be used to create electricity for our houses. It may be beneficial to give them the following prompt: “The energy from (the natural resource) is used to _____.” Encourage them to come up with many different examples.
3. Discuss ways you can conserve energy with your child. Help them choose one of the ways they can practice over the summer. Encourage them throughout the summer to continue.

Rad Review: Ask, “What renewable and non-renewable resources are available in Arkansas?” In addition, you might visit [Home | NASA Climate Kids \(https://go.nasa.gov/3bqpeWK\)](https://go.nasa.gov/3bqpeWK) to explore how the use of non-renewable resources affects the environment.



Parent/Caregiver Plan

Literacy (3-5)

Power Goal: Read and interpret information on charts, timelines, and other illustrations to support your written opinion.

Shine and Share: It is important your child knows how to interpret data and information so they can make informed opinions and decisions to become better problem solvers. Your child will come across many types of charts and graphs, and they will be asked to use them to form hypotheses, opinions, and estimations about information in text.

Learning Choices:

1. On the Go! Discuss with your child the pros and cons of each travel option. Brainstorm with them other pros and cons about each method of travel. You can help your child research each choice to make a better-informed decision.
2. When your child is writing about their choice of travel, encourage them to write in complete sentences and use correct punctuation, spelling, and grammar.

Rad Review: Have your child practice with charts and data by having them make a chart with pros on one side and cons on the other. The next time they are faced with a decision, have them use the chart to evaluate their options.

Social Studies (3-5)

Power Goal: Analyze the influence of natural resources on where people settled in Arkansas.

Shine and Share: Natural resources such as water, mountains, wildlife, and woods have influenced where and how people travel and settle. Many early settlements stayed close to waterways because supplies brought by boats were difficult to transport farther inland. As we began to use natural resources in other ways, i.e., coal and water to create steam for trains, we were able to move farther away from the rivers.

Learning Choices:

1. Discuss with your child the modes of transportation shown and the natural resources that were used. Talk about how natural resources helped settlers decide where to build homes and towns. Encourage them to think about why and how the availability of natural resources was an important part of the decision-making process.
2. Encourage your child to think about the many ways travelers used the natural resources found in Arkansas. For example, waterways to transport goods, wildlife for food, and wood for heat and for homes. Ask them for ways that we still use some of these natural resources and how it has changed over time.

Rad Review: Talk with your child about the natural resources around you. Ask them how those resources may have influenced why people decided to live there. Talk about the ways they still influence people to live in your area. Encourage them to look at other places across the country and guess what natural resources may have influenced people to settle there.



Helping ALL Learners

While you are working with children to boost their learning, consider these tips and tools to help all learners.

Skill	Strategy/Resource	Description
Communication	Helping	With your help or guidance, allow children to help with chores and everyday tasks, including things such as talking with salespeople or checking out at a store.
Writing	Chunking Writing Tasks	Instead of asking children to write an entire piece, divide it into smaller parts.
Writing	Talk It Out	If a child needs help with writing, allow them to talk through their answers in other subject areas such as math or science instead of having them write their answers.
Reading	Chunking Text	Break long texts into shorter sections. Have children read or listen to one section at a time, pausing to discuss or write about each one before reading the next.
Reading	Build Background Knowledge Prior to Reading	Before having a child read a text or story, consider what vocabulary words or ideas they might be unfamiliar with and explore those together, first.
Reading in Math	Read Aloud	For children who need help with reading, reading math problems to them will help them focus on the problem without struggling to understand it.
Math	Manipulatives	Children can work through a math problem by moving around small household objects such as building blocks, pencils, coins, rocks, beans, cereal, etc.
All	Different Ways of Knowing	Encourage learning activities involving multiple senses and types of intelligences, such as:



- Nature Spotlight: Take a walk and write down what you see, smell, hear, and sense through touch.
- Body Movement Spotlight: Create a dance or athletic routine.
- Word Spotlight: Create a poem or a set of jokes using the power words.
- People Spotlight: Get with family members or friends and play or make a game, complete a puzzle, or put on a performance.
- Self Spotlight: Express your feelings by building or creating something, drawing, or writing a journal entry
- Number Spotlight: Using an everyday object, measure different things in/around your home (example: the chair is 12 forks tall).
- Musical Spotlight: Read books to the tune of different genres of music.
- Visual/Creative Spotlight: Draw or sketch something you learned.
- Technology Spotlight: Create a presentation/game to show your learning.

For our full list of tips, including links to online resources, visit myarpbs.org/helpinglearners

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DIVISION OF ELEMENTARY
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